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## INCLUSIVE EDUCATION: CASE OF THE REGION OF BEJAIA

### Abstract

Indeed, inclusive education, a fundamental element towards an inclusive society, imposes long, gradual and multi-level changes. These changes concern legal instruments, technical transformations in terms of content, methods and work media, approaches to the education system, the organization of educational structures and supports for the society's state of mind. In this research, we focused on the physical and infrastructural environment, the reasonably operated facilities, the training and preparation of the teaching staff, the availability of the bodies of support, strengths and weaknesses of our education system... to evaluate the resource persons, the mechanisms and the educational structures, and the strategies put in place for inclusive education. We adopted a questionnaire and an interview and the Micmac software in order to analyze the parameters or factors of dependencies and influences on the schooling of students with disabilities in the mainstream school. From the results of our field survey we have tried to understand the low rate of students with special needs enrolled at the university.

**Keywords:** Discrimination and rights violations, inclusive society, individual autonomy, successful experience, reasonably educational system accommodation, social inclusion, transfer of good practices.

### 1. Introduction

The low rate of schooling access to students with specific needs at the university is obvious since it was only 0. 2% in 2011. The lack of data about the enrollment of this category in the educational structures dodges the exact information on actual numbers. The accompaniment cell of sensitization, support and mediation (CASAM) unit counted at Abderrahmane MIRA University of Bejaia a rate of 00. 08% in 2010<sup>3</sup> of students with disabilities and chronic diseases, 0. 2% in 2015. This rate increased to 0. 4% in 2017<sup>4</sup>. These variations could be the result of the gradual improvement of the census methods, and the noticeable participation of the university in the management and the coaching of this category. These figures remain pathetic compared to the rate of the disabled people (about 2% in 2011 (ONS)) in Algeria whereas statistics of the university of Abdelmalek Essaadi, Morocco registered 11% in 2011<sup>5</sup>. This situation is unfortunately experienced all over the world with variations according to the standard of living and local policies.

Our research consists of three parts; the first is meant to present the theoretical aspect of the question, then, in the second part, we carried out a field study on a sample of inclusive educations-associations. In the third part we have formulated a number of indicators as well as the study of the impact between the latter to realise a classification.

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## **2. Review of Literature**

### ***2.1. Typology on Inclusive Education***

#### *Inclusive Society*

The man has gone from predator and dominator in his relationships to others (Gardou, 2016) in search of progress, creativity and self-fulfillment. Man has distinguished himself by his ultra-sociality, he has gone through several phases that were as complicated as sublime. Charmetant (2008) formulates it as follows: "It is in man's own hands to call upon more cognitive resources to open up to universality that goes beyond his own culture". Henceforth, man's aim is to found a society of justice of love and sharing, a society of human rights, more than that, an inclusive society where each person would have his/her place according to its singularities. In this world, everyone has the inalienable right to take part in the city's life, the whole share, because life should not be played behind closed doors. For inclusive society to give everyone a chance to cultivate himself, to communicate, to access the means of learning, to work, thus to create and work; it must be given the conditions of equality with others without being stigmatized (Gardou, 2016).

Katia Genel (2009) thinks that the inclusion of the individual in society does not refer to the simple fact of counting him or her among a group, but it is the ability to consider one's needs and to recognize one's expectations. Most of all, it is to take into account his/her singularities. Gardou (2016) goes on to explain that society is changing the paradigm of 'not longer asking individuals' because of their age, physical state, potentialities,... to adapt, to transform, to normalize to be admitted, that is to say to be included, but it is up to the society to make it flexible and modulate its operation to allow access to the needs and singular desires by resorbing all of them.

#### ***2.1.1. Disability among the Singularities***

Gardou (2011) considers that the handicap does not come exclusively from the disability itself or from the person in difficulty, but it is within the environment. It is resulted from places of learning, leisure and work to which the disabled is exposed. Thus, the inclusion of people with disabilities requires participation in society but not to be incorporated into it (Genel, 2009). Gardou (2011) thinks that the handicapped should not be viewed differently to avoid obstacles and reduce the resonance of what prevents the full social participation of people with disabilities. Moreover, he notes that the first World Report on Disability deplores violations of the rights of people with disabilities, that they are being discriminated, abused and abandoned, and have difficulty accessing care despite the legal texts that deal with their promotion and protection (2016). In Algeria several texts are promulgated but remain ignored as the decree on accessibility to the physical environment and public institutions (2014) to mention only this aspect.

#### ***2.2. Inclusive Education as a Springboard for an Inclusive Society***

We consider that the first launching pad for access to rights is education, in that it enables people with special needs to aspire to the fulfillment of other needs and the means of expression of their full potential through the acquisition of academic skills.

The justifications for inclusive education are pedagogical, social and economic. The psychic benefits to discriminated children, the expression of the full potentials and skills of these liberated and peer-motivated children and the results and quality of learning are spectacular. Costs are much lower when children attend normal school, nevertheless the services provided by access to education, by empowering trained and competent children (OECD (1999), cited, UNESCO 2005).

### ***2.3.The Historical Journey of the Concept of Inclusive Education***

Disability is a more important exclusion factor than gender or geographical location alone. These children with disabilities are less likely to attend regular school than their peers and poverty further exacerbates their exclusion, Unicef (2012, cited Farkas, 2014).

The concept started from the principle of human rights (Universal Declaration of Human Rights, 1948) which provided the goal of Education for All and the Convention on the Rights of the Child (United Nations, 1989). The Article 23-refers to the non-discrimination of the right of children. The Jomtien Declaration, Thailand (1990) objected special and implicit education and supported the inclusive education expressed by the Salamanca Declaration (1994) on the principles, policies and practices related to Education and Special Education needs (UNESCO, 2005).

Farkas (2014) in proposing the conceptualization of inclusive education for children with disabilities, called for legal devices that reinforce inclusive education programs. The Global Monitoring Report on Education for All (2005) stated that education should enable all children to realize their full potential in terms of cognitive, emotional and creative abilities. According to the United Nations Children's Fund UNICEF (2012, quoted in Farkas, 2014), the inclusive approach is to remove obstacles that stand in the way of students and it is to conform to the needs of each child in transforming cultures, policies and practices. Ensuring the right to inclusive education implies three principles: "access to education, quality education and respect for rights in education" (Farkas, 2014).

### ***2.4.Inclusive Education is not School Integration***

The actors of the inclusive school face enormous confusion: ordinary school teachers rely on specialized teachers, who do not master the basics of inclusive schooling, while professionals in the medico-social sector and associative actors act according to the logic of care and investments! This situation leads to a form of intensive integration induced by decision-makers who focus on the number of students with specific needs in ordinary schools without providing the necessary compensation in terms of programs, methods and means. But the transformation of the school to be inclusive requires that teachers propose transformations going beyond the classroom to adapt the content to diversify the pedagogical, organizational and structural methods, then to the availability other compensations such as school assistants, that is to say the school system. In other words, it is important to avoid deep integration by allowing all students an optimum level of education in ordinary schools, because inclusive education therefore sets the goal of the success of all pupils in the mainstream school (Thomazet, 2014).

In fact, going towards an inclusive society and particularly an inclusive school supposes the commitment and the evolution of several jobs so as not to fall into the stresses of a high integration which frustrates students with special needs who do not seek to meet the standards of education, but the inclusion which commands adaptations. It is therefore a real paradigm shift. This quest would not be the prerogative of the sole teachers of the ordinary school but of all the other actors, specialized teachers, the accompaniers, the staff of the medico-social structures etc. Ultimately, this school will become beneficial to all students in the sense that it has the advantage of offering different programs (Bourgoin & Puyravaud, 2013).

### ***2.5.School for all, Seen by UNESCO***

UNESCO (2005) conceives the school for all as one that introduces a set of technical transformations to ensure a flexible teaching adapted to all, according to the needs of each, without privileging one part more than the other. These changes are in terms of contents, working methods and supports, approaches to the educational and organizational system, structures and the state of mind of society. We propose to re-read the UNESCO definition of inclusive education (2006), which takes

diversity into account and aims at a universal education.

### ***2.6.The Value of Conceptualizing Inclusive Education for Children with Disabilities***

Inclusive education is the means by which teaching methods, programs, staff and pedagogical support are adapted to the learning of all children, including those that the traditional system has not been able to achieve. To be effective, inclusive education must also be cross-sectoral and involve many ministries and stakeholders, and not just in the field of education. Inclusive education should apply to all areas, including, for example, physical education and recreation (Article 30 Convention on the Rights of People with Disabilities (2006).

What should inclusive programs address?

Inclusive curricula should address the child's cognitive, emotional and creative development, and should build on the four pillars of the 21st century education: that is to say, learning to know, to do, to be and to live together (Farkas, UNESCO, 2014).

### ***2.7.Innovate and Transform Classical Methods***

To build a school of equity, it is necessary to build a common culture that promotes the school of living and learning together, which banishes indifference to differences and allows development of the feeling of belonging to the same society. For a long time, we have advocated for a school of equal opportunities which has proven to privilege the meritocratic and fierce competitive logic. The school is commissioned to sort the students that have not been done up streamed. To go towards the inclusive school, it is necessary to leave this identical teaching for all and to adopt a differentiated pedagogy with an individualized help. This requirement is justified because the school, therefore the class, at the base is heterogeneous. In a class that promotes differentiated pedagogy students work in cooperation and not in competition, the result is the promotion of all, rather than repetition, selection and orientation. (Bourgoin & Puyravaud, 2013)

The inclusive school is not condemned to be a utopian, it just requires the training of all its actors: teachers, professionals of the medico-educational sector, the paramedics of school life, specialized teachers who provide specific lessons and transform traditional methods of teaching to innovate ones that assume another competence, to reconsider the profession in the national education as in the medico-social sector, by putting in synergy the competences of every one. As such, the principle of inclusive school is the result of a collective negotiated construction associating different actors and organizations; it is a partnership which aims at the competence of a team rather than those of its actors taken alone.

Sectorization and traditional organization put students and teachers in difficulty, because the suggested learning does not meet their needs thus transform their learning difficulties into behavioral difficulties. However, the educational differentiation suggests to the various partners to work in partnership to combine professionalism and singularity. They all work for the success of all students according to their needs, whether they are disabled in learning difficulties or with other special needs. This cohabitation puts in synergy the skills of each one and allows at the same time a mutual recognition of the specificities and the constraints of the functions, but also the construction of shared workspaces. Thus a teacher, a medical specialist and a specialized, being confronted to a dyslexic student, would be able to find an answer that takes into account both the limitations of the student and the constraints of the class (Thomazet, 2014).

## 2.8. Inclusive Evaluation

Inclusive assessment methods propose to replace performance goals with mastery goals so as to evaluate learning for building and developing skills, for advancing students in learning and not learning to pass a degree or diploma or to pass an exam. These methods aim to support students as much as possible and as far as possible in their learning. The overall objective of the evaluation is to promote the inclusion of all students at risk of drop out, including students with special educational needs. So, in the end inclusive assessment or assessment with aids is intended to be as a formative evaluation (Bourgoin & Puyravaud, 2013).

## 3. Results and Discussion

### 3.1. Field Survey

In our accompaniment of students with special needs at Abderrahmane MIRA University of Bejaia, we felt the need to explore the role of the schooling of children with disabilities in our town Bejaia. For this we needed to explore the conditions of their schooling and especially those followed by associations. We hypothesized that environmental factors, human factors and institutional organization and methods, teaching aids influence the effectiveness of teaching? and we wanted to know how much these factors impacted the achievement of inclusive education. We then conducted a descriptive students' attendance questionnaire survey to check our hypothesis, quantify the influence of the factors studied and report on the analysis of our survey. This survey was conducted by a set of questions with direct answers and another part of open questions.

#### 3.1.1. Questionnaire

The findings of the survey on the school for children with disabilities:

Table 1:

#### *Sample of consulted associations*

Name of the association	Year of creation	Nature of deficits in children	Number of dependent children
1. Association for the Care of Autistic Children (APCEA) of the Wilaya of Bejaia	2010	- Behavioural disorders - Verbal and non-verbal communication disorders - Social interaction deficits	147
2. Association of Defence and Follow-up of the Interests of the Disabled of the of Bejaia city.	April 21, 2003	-spastic / physical handicap/ motor impaired	18
3. Association of parents and patients Spina Bifida Bejaia	January 2014	- Paralysis of the lower limbs - Hydrocephalus - Neurological bladder	78
4. Association of wilaya for the support of cerebral palsy / ASIMC Bejaia	2014	- Motor disability - Brain - Cognitive disorders - Language disorder	110
5. CHALLENGE of fight against myopathies of the city of Bejaia	2001	- Motor disability - Respiratory difficulties	50
recapitulation		256 children H. Physical and 147 mental	403

Sources: field survey

We questioned five (05) main associations of the city of Bejaia that accompany people with disabilities. They gave us the number at children of school attendance age according to the handicaps they accompany.

We counted a total of 403 children.

Depending on the nature of the disability, there are 256 children. Among whom there are 256 with Physical disability and 147 with mental disability.

Table 2:

*Children of school age*

Name of the association	School-age children	How many children		What type of school
		schooling	Not educate	
1. Association for the Care of Autistic Children (APCEA) of Bejaia city	Boys: 73 Girls: 18	72	19	Special classes: 5 Normal school: 67
2. Association of Defence and Follow-up of the Interests of the Disabled of Bejaia city	Boys: 13 Girls: 05	18	00	Normal School: 16 By correspondence: 02
3. Association of parents and patients Spina Bifida Bejaia	Boys: 16 Girls: 19	32	03	Normal school: 32
4. Association of wilaya for the support of cerebral palsy / ASIMC Bejaia	Boys: 24 Girls: 32	12	44	Special School: 04 Normal school: 08
5. CHALLENGE of fight against myopathies of the wilaya of Bejaia	Boys: 30 Girls: 20	45	5	Normal school: 45
recapitulation	250 including 156 boys	179	71	Normal schools 168 2 special schools 09 Correspondence 02

Sources: field survey

Among the 403 children followed 62% are of school-age, only 179 are enrolled (71. 5%) and 71 are out of school. 168 are in normal schools (94%) whereas 9 are enrolled in special school or by correspondence.

Table 3:

*Taking care of children in school:*

Name of the association	By which staff	Are teachers trained to accommodate children with disabilities?	Are pupils in normal classes accompanied by SIAs?
1. Association for the Care of Autistic Children (APCEA) of the Wilaya of Bejaia	- Teacher - AVS	No	Yes AVS: 67
2. Association of Defence and Follow-up of the Interests of the Disabled of the Wilaya of Bejaia.	- Teacher - AVS	No	Yes AVS: 16
3. Association of parents and patients Spina Bifida Bejaia	- Teacher - AVS	No	Yes AVS: 08
4. Association of wilaya for the support of cerebral palsy / ASIMC Bejaia	- Teacher - AVS	No	Yes AVS: 05
5. CHALLENGE of fight against myopathies of the wilaya of Bejaia	- None	No	no
Recapitulation	Teachers + AVS	No	96 AVS ie 57% and 72 Without AVS

Source:

field

survey

The table above shows that children of schools attendance age: among the 403 monitored children, there are 250 or 62% of the school age, 179 are enrolled (71. 5%) and 71 are out of school. 168 children are enrolled in normal schools, 09 in special schools and 02 by correspondence. 96 pupils (57%) are accompanied by SIAs. 100% of teachers are not trained.

Table N ° 4:

*The Coordinations*

Name of the association	Are there mobile teams that supervise their schooling	Is there coordination between the Psychologists, the teachers, the AVS, the UDS, the parents and the associations?
1. Association for the Care of Autistic Children (APCEA) of Bejaia city	No	No
2. Association of Defence and Follow-up of the Interests of the Disabled of Bejaia city	Yes: Pilot Committee: Association, DAS Officer	Yes
3. Association of parents and Spina Bifida patients Bejaia	No	No
4. Association of wilaya for the support of cerebral palsy / ASIMC Bejaia	Yes: Association (psychologists and mobile pedagogical team)	Yes
5. CHALLENGE of fight against myopathies of Bejaia	No	Yes

Sources: field survey.

For 24 students or 14% there is a supervision of schooling against 144 and for 69 coordination between the staff of the school and the associations is 41%.

Table N ° 5:

*The means*

Name of the association	Is the furniture Adapted ?	Are there suitable teaching methods?	Are the schools accessible (class, library, canteen, playground, etc.)	Do students participate in sport and leisure activities with their peers?	Is there an adapted transport
1. Association for the Care of Autistic Children (APCEA) of Bejaia	Yes	No	Yes	Yes	No
2. Association of Defense and Follow-up of the Interests of the Disabled of Bejaia.	No	No	No	No: Environment not suitable	No
3. Association of parents and patients Spina Bifida Bejaia	No	No	No	No: Unsuitable environment	No
4. Association of wilaya for the support of cerebral palsy / ASIMC Bejaia	No	Yes	No	No: Environment not adapted	No
5. CHALLENGE of fight against myopathies of Bejaia wilaya No No Yes (5) / No No: Unsuitable environment	No	No	Yes (5) / No	No: Unsuitable environment	No

Sources: field survey



It is considered that for the 67 autistic students, that is 40%, the furniture does not pose a big problem therefore compatible, but for the rest of the students it is incompatible considering the nature of their handicap. Only 8 students have adapted themselves to the teaching methods, i. e. 4. 5%. 97 students or 57. 5% are enrolled in accessible schools. Only 67 autistic students participate in sports and playful activities, but other students are excluded due to their physical disabilities. We noticed a total absence of adapted transportation

Table N ° 6:

*The results,*

Name of the association	Do children progress in their studies	Are children satisfied with their schooling	Are there drop-outs	What are the reasons?
1. Association for the Care of Autistic Children (APCEA) of Bejaia city	Yes	Yes	No	
2. Association of Defence and Follow-up of the Interests of the Disabled of Bejaia city	Yes: they have insurance, the AVS	Yes	No	
3. Association of parents and patients Spina Bifida Bejaia	Yes / No: - Medical problems - Lack of AVS - Lack of means	Yes	Yes	- Medical issues - Lack of AVS - Lack of means
4. Association of wilaya for the support of cerebral palsy / ASIMC Bejaia	Yes	Yes	No	
5. CHALLENGE of fight against myopathies of Bejaia city	Yes	Yes / No: Unsuitable environment	Yes	- Medical issues - Lack of AVS - Lack of means of transport

Sources: field survey

152 students or 90. 5% progress in their studies, and 145 or 86% are satisfied with their education because of the environment, the drop out is related to health reasons, the lack of SIA and means of transport.

Associations offer first the teachers' training the label of 'the training status' and availability of AVS and accessibility to school and life structures (classes, health canteens, etc.). On the accessibility aspect the associations express the necessity to build adapted establishments. If things are stagnating it's because laws are not enforced. The associations think that the normal schools attended by their children are inclusive.

The actions of associations for children with disabilities represent a support for schooling, access to adapted care and socio-psychological care. Meetings on inclusive education are the areas frequented by associations to learn about the school adapted for their children and the most well-known mechanisms for associations in the area of inclusive education are accompanied by the AVS.

The associations consider that access to inclusive school is guaranteed by physical accessibility, teacher training and the availability of SIAs. It is noted that the associations

insist in their stories on physical accessibility, availability of SIAs and teacher training. They put these lacks on the lawlessness without mentioning the state of mind that characterizes society. Yet they point to the difficulties faced by the AVS who are hardly accepted in schools. They have a lack of understanding of the concept of inclusion because they consider their schools inclusive and ignore the importance of educational means, teaching methods, access to leisure and sports activities, since they do not insist on transportation. What we can understand is that inclusive schooling is a new experience for families and associations. They are pragmatic because they seek to obtain prior learning that they refine through experience and changes in society. An accompaniment of the society, a work of explanation of the instruments and requirements of the inclusive school must be brought to the knowledge of the whole society.

### ***3.2. Interview Analysis***

Question N ° 20: Proposals to change things concerning the schooling of children: the first concerns that come back to the associations are the accessibility, the availability and the training and status of the AVS (assistant of school life), the training of the teachers and their follow up by guardianship. As second-line transportation and awareness of the environment that implies the psychological state of the students and transportation, finally comes the teaching resources and legal framework. We note that we are here in an inclusive and non-inclusive education.

Question N ° 21. To change things concerning the accessibility of children to school structures: it is to build adapted institutions (physical accessibility to schools), an association calls for the application of the guidelines by those in charge.

Question N ° 22. Explain if things are stagnating or changing: Three associations think that things are stagnating because mentalities resist, laws are not enforced and budgets are low, only one association thinks that things are changing because of accessibility measures put in the gradual place.

Question N ° 23. The school your children attend is an integrative or inclusive school: Three associations say that the school that welcomes children with disabilities is integrative and two associations consider the school to be inclusive.

Question N ° 24. You work to recover the rights and citizenship of your children, what are the actions you undertake: It is advocacy that comes first, second-line awareness then schooling, adapted care, psychological support, training, recruitment.

Question N ° 25. The devices in which you participated to ensure a favorable education for your children: only one association understood the question by answering with inclusive school. The rest of the associations listed the actions set up such as ANEM contract (national employment agency), that helps with the opening of special and normal class, remedial classes,

Question N ° 26. The devices dedicated to the inclusive school and the school for everyone you know and what experiences: an association talks about the training of AVS.

Question N ° 27. Concrete actions for a real inclusive society: the associations think that awareness is the best way to reach an inclusive school, then comes accessibility, teacher training and AVS and monitoring the schooling of children with specific needs.

### ***3.3. Identification of Key Indicators on Inclusive Education***

Presentation of the Variables of the Survey on Inclusive Education.

**List of variables.** The list of variables below gives the indicators of inclusive education, which are identified through a questionnaire sent to a sample of actors in the field, working on the subject in question:

1. Association (Ass)
2. Nature of disability (N. H)
3. Schooling (SCo)
4. School type (Ty School)
5. Training Trainers (FORM Form)
6. School Life Assistance (A V S)
7. Supervisor (SUP)
8. Teaching Means (M Péd)
9. Accessibility (Acc)
10. Transportation (Transp)
11. Progression (PROG)
12. Satisfaction (Sat)
13. Abandonment

**Matrixes of entry: direct influence matrix (mid).** The Direct Influence Matrix (MID) describes the direct influence relationships between the variables defining the system. This matrix assesses the indicators by influences and dependencies; this evaluation between the variables solicits expert meetings. GODET M. (2001).

The result of the survey allows us to fill this matrix

#### DIRECT INFLUENCE MATRIX (MID)

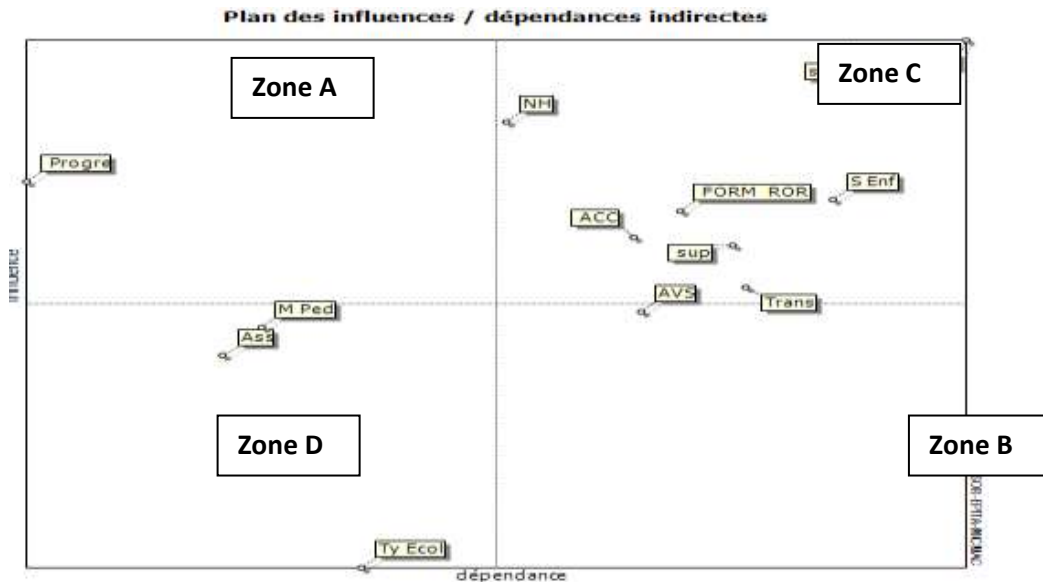
	1 : Ass	2 : NH	3 : SCo	4 : Ty Ecole	5 : FORM Form	6 : A V S	7 : SUP	8 : M Péd	9 : Acc	10 : Transp	11 : PROG	12 : Sat	13 : Abond
1 : Ass	0	3	3	2	0	3	1	1	2	1	2	3	0
2 : NH	3	0	3	3	3	3	1	3	3	3	3	1	3
3 : SCo	2	3	0	3	3	3	3	3	3	3	1	2	0
4 : Ty Ecole	0	1	2	0	2	0	0	1	1	0	2	3	1
5 : FORM Form	0	2	3	1	0	2	2	3	0	0	3	3	3
6 : A V S	2	1	3	1	2	0	2	2	3	0	3	3	3
7 : SUP	0	1	2	1	3	3	0	3	1	2	2	2	2
8 : M Péd	1	2	3	1	2	2	2	0	3	0	3	3	3
9 : Acc	2	3	3	1	1	1	1	3	0	3	3	3	3
10 : Transp	3	3	3	1	1	2	1	1	3	0	3	3	3
11 : PROG	3	2	2	2	3	3	3	3	3	3	0	3	3
12 : Sat	3	1	3	3	3	3	3	2	2	3	3	0	3
13 : Abond	1	0	2	1	3	3	2	2	3	3	1	3	0

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Graph 1:

*The influences are noted from 0 to 3, with the possibility of signaling potential influences:*

- 0: No influence
- 1: Low
- 2: Average
- 3: Strong

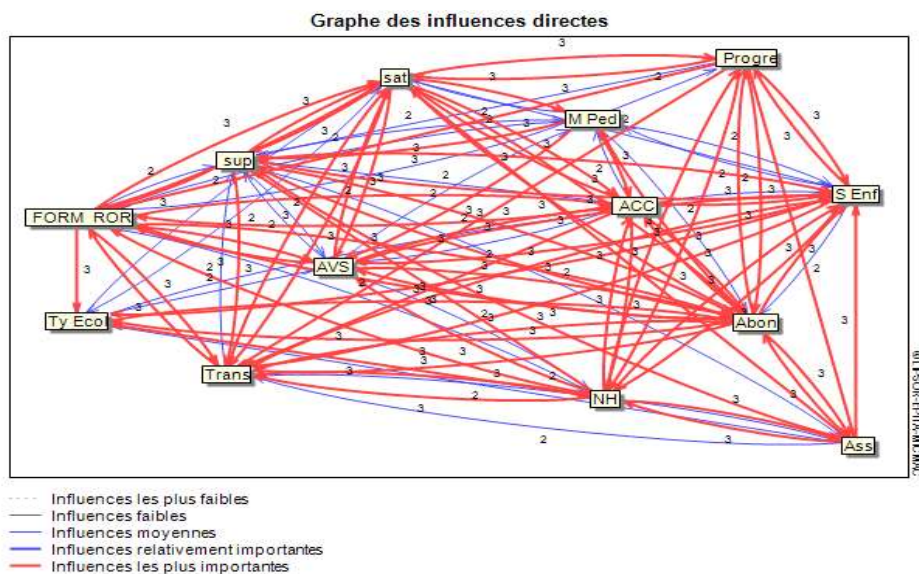


Graph 2:

Plan of independence

The graph above is composed of four areas (ABCD):

- Zone (A) groups the motor variables that have more influences than dependencies. The driving variable in our study is progression in studies (Progre).
- Area (B) groups the dependent variables; these variables have more dependencies than influences and in our case they are the AVS and Transport.
- Area (C) is composed of related variables; the influence rate is equal to the dependency rates.
- Area (D) contains the autonomous variables that give us here the Associations and the educational means. GODET M. (2001), *Creating Futures : scenario-building as a strategic management tool*.



Graph 3:

*Direct influence*

The graph below indicates the direct relationship between the indicators; most indicators are strongly related.

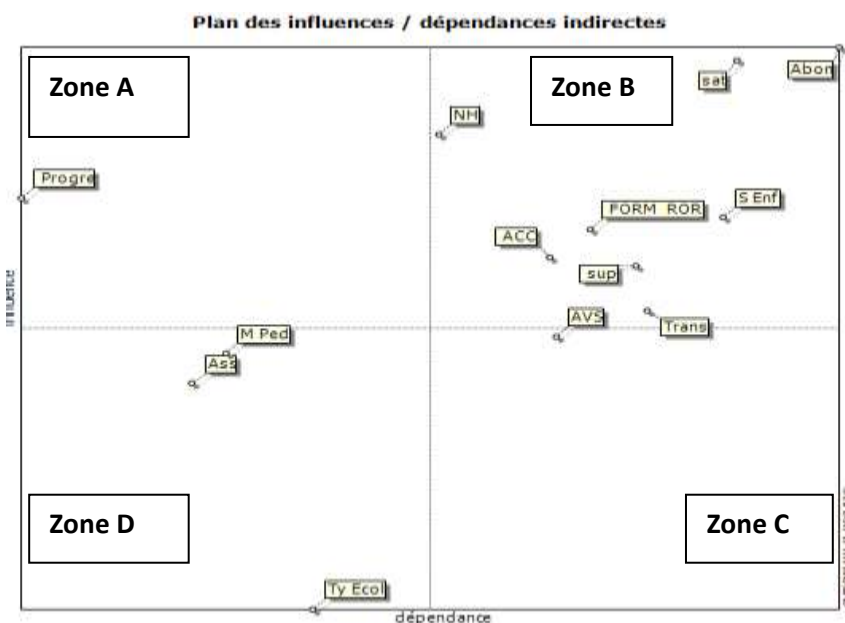
	1 : Ass	2 : NH	3 : S Enf	4 : Ty Ecol	5 : AVS	6 : sup	7 : M Ped	8 : ACC	9 : Trans	10 : Progre	11 : sat	12 : Abon	13 : FORM ROR
1 : Ass	862	1127	1293	966	1108	1216	906	1134	1200	720	1315	1415	1162
2 : NH	1273	1389	1717	1390	1630	1684	1276	1619	1679	1151	1699	1752	1613
3 : S Enf	1140	1313	1496	1292	1484	1533	1185	1484	1555	1043	1523	1630	1380
4 : Ty Ecol	560	723	858	617	747	784	580	732	800	469	873	937	783
5 : AVS	923	1192	1431	994	1178	1282	958	1199	1254	741	1442	1526	1318
6 : sup	1051	1247	1526	1128	1353	1401	1068	1325	1444	889	1531	1606	1422
7 : M Ped	925	1105	1313	1040	1218	1286	954	1222	1259	829	1320	1395	1207
8 : ACC	1038	1311	1530	1137	1352	1425	1087	1337	1456	871	1558	1664	1411
9 : Trans	967	1239	1474	1028	1236	1322	990	1227	1322	776	1488	1580	1361
10 : Progre	1134	1390	1666	1220	1455	1531	1154	1439	1553	949	1674	1774	1536
11 : sat	1363	1553	1844	1485	1752	1802	1391	1734	1829	1209	1840	1966	1731
12 : Abon	1392	1539	1890	1514	1770	1830	1407	1758	1846	1232	1889	1937	1778
13 : FORM ROR	1099	1309	1514	1242	1441	1500	1148	1442	1523	980	1552	1643	1395

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Graph 4 :

*The matrix of indirect influences*

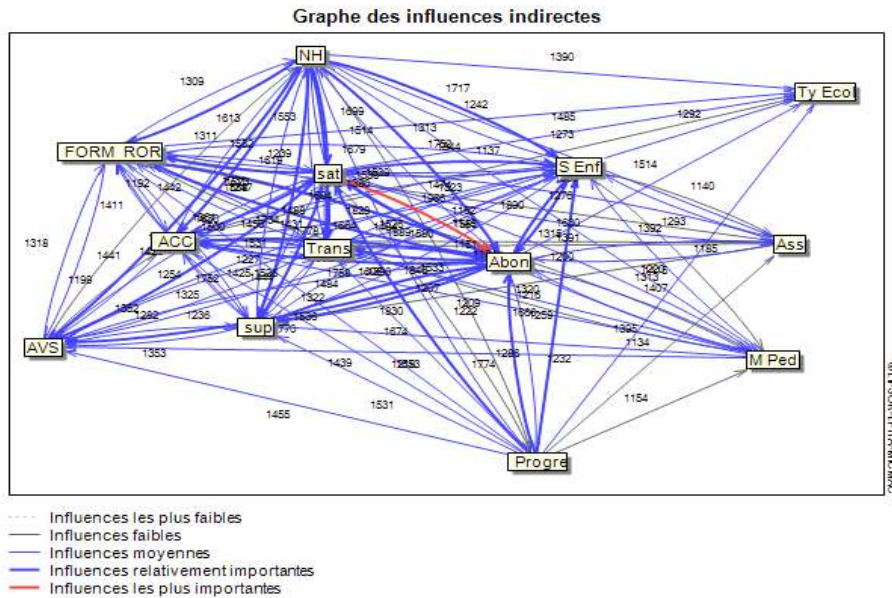
The production of matrices of direct influences enable us to represent the values and the rates of indirect influences, the indirect relation is due to the fact that survey has been done out of the period of study. The relation can be explained by visualising the findings.



Graph 5:

*Plan of influences; indirect dependence*

In the graph of indirect influences and dependencies above, MARTINO J. P. (1993), the progression (Progre) is the dominant indicator of this study and is found in zone A. We note the absence of indicators in zone (B). On the other hand, the zone (C) groups more indicators, which explains why the indirect relation modifies the position of the variables, studied. Area (D) contains the indicators of autonomy; we have a new indicator in addition to the previous variables: type of school.



Graph 6:

*Indirect influences graph*

The graph of indirect influences above shows that most indirect relations are relatively important. The most important relationship exists between abandonment and satisfaction, which implies that the unmet are in abundance (GODET M. 1995, CHAPUY P., COMYN G, "Scénarios globaux à l'horizon 2000", Travaux et Recherches de Prospective)

**Classement par dépendance**

Rang	Variable
1	12 - Abon
2	3 - S Enf
3	11 - sat
4	6 - sup
5	9 - Trans
6	13 - FORM ROR
7	5 - AVS
8	8 - ACC
9	2 - NH
10	4 - Ty Ecol
11	1 - Ass
12	7 - M Ped
13	10 - Progre

**Classements des variables selon leurs influence**

Rang	Variable
1	12 - Abon
2	11 - sat
3	2 - NH
4	3 - S Enf
5	10 - Progre
6	13 - FORM ROR
7	6 - sup
8	8 - ACC
9	9 - Trans
10	5 - AVS
11	7 - M Ped
12	1 - Ass
13	4 - Ty Ecol

Graph 7:

*Variables' ranking according to their influence and Ranking according to dependence*

The graphs above show the ranking of the indicators by direct and indirect dependencies and by direct and indirect respective influences (SAINT-PAUL R., TENIÈRE-BUCHOT P. F. (1974)). It can be seen that the indicator of satisfaction with a ranking by direct dependence is classified in third position (3) and the indirect in second position (2), this indicator has gained a classification contrary to the indicator or schooling of children which has been declassified to him. This shows that student satisfaction, transportation and teaching methods are indirectly dependent.

The same reasoning with respect to rankings by direct and indirect influence between the two variables schooling of children and supervisors prove to have noindirect influence.

Our study reveals that the parameters studied influence and depend on each other directly and strongly. In this study we also discovered dependencies and indirect influences that we do not necessarily suspect.

#### 4. Conclusion

Our University has a very low rate of students with specific needs, as is the case at the lower levels of the school where we record an average of 0.05% of candidates for the BAC. The need for the school of equity finds its full justification, because 90% of children dropped out from school belong to poor countries. This school requires qualitative and effective pathways.

The inclusive school process is long and progressive, it takes place in stages. These stages concern primarily the key actors namely: parents, teachers, policy makers who develop educational policies and curricula and teaching methods. This led to the drafting by UNESCO in 2005 of guiding principles from evaluation, constructive and relevant observation, as well as insightful analyzes of the policies put in place to establish concrete inclusive education. On the other hand, Thomazet (2014, quoted Rose & Meyer) confirms our approach in this study, when he says that "many professionals think that specific and specialized arrangements for the benefit of students with particular to very particular needs are necessary upstream."

Our study showed that certain factors made the student with special needs dependent on the normal school and that certain considerations had a considerable influence on the schooling of these children. That is the very low rate of students with special needs at the university would be related to the sort of the lower levels they had undertaken.

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UNESCO, (2006), Guiding Principles for Inclusion: Ensuring Access to Education for All

## Appendices

### 1. Interview Guide

Name of the association	20. What do you propose to change things regarding the schooling of children?	? 21. What do you propose to change things about children's accessibility to school structures?	22. Do you think things are stagnating or evolving? Explain?	23. For you, the school your children attend is an integrative or inclusive school?
1. Association for the Care of Autistic Children (APCEA) of Bejaia city	- Monitoring and continuing education of teachers and SIAs by the education sector - A Statute for AVS	- Guidelines and notes to school officials to guarantee the right to schooling	- Evolve slowly: because of resistance, ignorance or lack of will	- Integrative
2. Association of Defense and Follow-up of the Interests of the Disabled of Bejaia city.	- accessibility; - Train AVS - specific teaching methods; - A favorable environment: Awareness of the school environment - Adapted transportation	- Ensuring accessibility of schools	- Stagnant: lack of budgets	- Inclusive
3. Association of parents and patients Spina Bifida Bejaia	- Mechanisms for implementing the legal arsenal	- Ensuring the accessibility of schools	- Stagnant	- Integrative
4. Association of wilaya for the support of cerebral palsy / ASIMC Bejaia	- Physical accessibility to institutions: health, classes - Adapted transportation - Teacher training	- Ensuring accessibility of schools	- Stagnant: lack of enforcement	- Inclusive
5. CHALLENGE of fight against myopathies of Bejaia city of schools	- Physical accessibility to institutions - Assure life assistants - A favorable environment: Awareness of the school	- Ensure accessibility of schools	- Evolve: by accessibility measures that are starting to be taken into account in public structure	- Integrative



	environment			
Name of the association	24. You work to recover the rights and citizenship of your children, what are you doing?	25. Which of the following devices did you participate in to ensure a favorable education for your children?	26. What are the devices dedicated to inclusive school and school for all and what experiences do you know?	27. What are the concrete actions for a real inclusive society?
1. Association for the Care of Autistic Children (APCEA) of Bejaia city	<ul style="list-style-type: none"> <li>- awareness raising campaigns</li> <li>- Advocacy: Referral of local and national elected officials and higher authorities</li> </ul>	<ul style="list-style-type: none"> <li>- Opening of a Special Class in a school run by the Association.</li> <li>- Inclusion of a large number of children in regular class with AVS</li> </ul>	- None	<ul style="list-style-type: none"> <li>- Strengthen existing laws with notes and guidelines to better address the needs and requirements of inclusive education.</li> <li>- Create committees for monitoring inclusive education DE-DASS-Associations</li> <li>- Schedule public events and events to raise awareness of society</li> </ul>
2. Association of Defense and Follow-up of the Interests of the Disabled of Bejaia.	<ul style="list-style-type: none"> <li>- Advocacy</li> <li>- Training</li> <li>- Recruitment</li> </ul>	<ul style="list-style-type: none"> <li>- Budget</li> <li>- ANEM.</li> </ul>	- Find a good partner.	- Better communicate with the different services.
3. Association of parents and patients Spina Bifida Bejaia	- Advocacy	- Assistance for schooling disabled children with AVS	- None	- A civil society is changing
4. Wilaya Association for the Support of Cerebral Palsy / ASIMC Bejaia	<ul style="list-style-type: none"> <li>- Schooling</li> <li>- Proper care</li> <li>- Psychological and social care</li> </ul>	- Inclusive school	- Training of AVS	<ul style="list-style-type: none"> <li>- Adaptation of schools (accessibility to all corners of the school)</li> <li>- Facilitate the work of AVS in schools</li> <li>- Teacher training to accommodate a child with a</li> </ul>

				disability
5. CHALLENGE of fight against myopathies of the wilaya of Bejaia with authorities office	- Awareness in schools - Coordination with authorities	- Provide support classes in our office	- No	- Sensitization

## 2. Questionnaire

Questionnaire on access to school for children with disabilities

Name of the association:

Year of creation :

Nature of children's deficits

-

Number of dependent children (very important):

1. Does your association care for children of school age?

Yes :No :

2. How many children?

Boys (number):

Girls (number):

3. Are there schooled children?

Yes :No :

Enrolled (number): Not enrolled (number):

4. What kind of school do they attend?

Special School (number):

Special classes (number):

In ordinary classes in a normal school (number):

5. By which staff are students attending special classes supported ?

-

6. In normal classes, are teachers trained to accommodate children with disabilities?

Yes (number): No :

7. Are students in normal classes accompanied by SIAs?

Yes (number): No :

8. Are there mobile teams that supervise their schooling?

Yes :No :

If so, who are they made of?

-

9. Is there a coordination between Psychologists, teachers, SIAs, UDS, parents and associations?

Yes : No :

10. Are there dropouts?

Yes (number): No :

11. What are the reasons?

-

12. Do children progress in their studies?

Yes :No :

Why ?

13. Are children satisfied with their schooling?

Yes (number): No :

Why ?

14. Is the furniture suitable?

Yes : No :

15. Are there suitable teaching methods?

Yes :            No :

16. Are schools accessible (class, library, canteen, courtyard,...)?

Yes (number):

No :

17. Are there any sanitary facilities?

Yes (number):

No :

18. Do students participate in sport and leisure activities with their peers?

Yes :            No :

If not why ? :

19. Is there an adapted transportation?

Yes :            No :

20. What do you suggest to change things about children's schooling?

- 21. What do you propose to change things about children's accessibility to school structures?

22. Do you think things are stagnating or evolving? Explain?

-

23. For you, the school your children attend is an integrative or inclusive school?

-

24. Are you working to recover the rights and citizenship of your children, what are you doing?

-

25. What are the devices did you participate in to ensure a favorable education for your children? (you can answer none)

-26. What are the devices dedicated to inclusive school and school for all and what experiences do you know? (you can answer none)

-27. What are the concrete actions for a real inclusive society?